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ABSTRACT

The Information Unit on Early Childhood Education was formed to provide practitioners in the field with a readily accessible source of information on new program developments, so that decisions about adopting programs might be based on a rational consideration of alternatives. The Unit contains the following features: a review of trends in early childhood education; a film-strip describing significant trends; abstracts of five programs which did not require report treatment; and detailed program reports for each of seven programs (such as the Bank Street College of Education Model, the Responsive Environment Model, the Engelmann-Becker Model, and the Cognitively Oriented Curriculum). A preliminary field test determined the need for such an Information Unit and a main field test later judged the effectiveness of the Unit in achieving its objectives. Recommdnations for improvement were also collected in the survey. Questionnaires were used in the evaluation. According to users, the Unit appeared to be successful in fulfilling its intended functions and reaching its objectives. Appendixes comprise one-half the document and include sample questionnaire forms and tables of related data analysis. (NH)

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FINAL REPORT

Contract No. OEC-0-70-3362

THE DEVELOPMENT OF AN INFORMATION UNIT REVIEWING SELECTED WELL-DEVELOPED MODELS OF EARLY CHILDHOOD EDUCATION PROGRAMS

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SUMMARY

Since the recent national investment in Head Start and Follow Through, there have been developed a large number of programmatic alternatives to the education of young children. Information about these programs has not been readily available to practitioners in the field. Educational developers have not adequately disseminated information about their products nor has the practitioner sufficient time and/or training to retrieve this information in its present form. As has been pointed out by educational researchers and information scientists, the function of a "linker" needs to be instituted to place objective and usable information about educational developments into the hands of the practitioner.

It is the intent of the Information Unit on Early Childhood Education to provide such information so that decisions about adopting programs in early childhood education can be made with a more rational consideration of alternatives.

The Early Childhood Education Information Unit in its present form contains the following features.

A. Introductory materials, including a review of trend in early childhood education, an introductory slide tape (in its preliminary form), and abstracts describing five programs which did not meet the requirements for a detailed review.

B. Detailed program reports (one report for each of seven programs). The sections of the reports are:
   1. Goals and Objectives
   2. Content and Materials
   3. Class Activities
   4. Parent Involvement
   5. Professional and Paraprofessional Training
   6. Administrative Requirements and Costs
   7. Program Development and Evaluation
   8. Program History and Present Status

The release form of the Information Unit will include additional elements of AV briefings on each program reviewed, additional programs to be reviewed, charts, summaries and directions to use the Unit.

The programs reviewed are:

1. The Bank Street College of Education Model
2. The Educational Development Center Model (EDC)
3. The Responsive Environment Model
4. The Demonstration and Research Center for Early Education Model (DARCEE)
5. The Engelmann-Becker Model
6. Cognitively Oriented Curriculum
7. The Behavior Analysis Model

The results of the evaluation of the Information Unit showed that:

1. Over 70% of the subjects could achieve scores of 60% or higher on tests of knowledge and comprehension of programs.
2. Sixty five percent of the subjects could make decisions with high confidence regarding the programs included in the Information Unit.
3. Subjects applied the information to their own needs.
4. Subjects experienced an increase in their own estimation of their knowledge about the programs.
5. Average ratings by subjects placed the Information Unit above 5.0 (toward the positive end) on a seven point scale of "useful" and "easy to use".
6. Given a list of possible resources of curriculum information, subjects indicated that they preferred the Information Unit to all other secondary sources of comparable information (hiring consultants, professional meetings or conventions, and journals) and equivalent to all primary sources (workshops using the new curriculum materials, site visits and conversation with professional whose judgments they valued).

Tasks concluded under this project represent Phase 1 of the development of the Early Childhood Information Unit. Additional programs and elements need to be included, revisions need to be made and a major operational testing of the Unit needs to be completed before the final form can be released. A proposal for continued funding is being submitted to accomplish these tasks.

I. STATEMENT OF THE PROBLEM

In 1941, Mort and Cornell found that it took 50 years for a practical educational innovation, kindergarten, to become widely adopted. Since that time, while that specific figure has been questioned (Brickell 1961, Knapp 1959), no one has yet disputed the fact that it takes too long for sound educational innovations to become widespread in the schools.

Educational investigators have studied the phenomenon, in the hopes of explaining it and thereby suggesting ways to alleviate it. The works of Carlson (1965), Miles (1964), Rogers (1965), Havelock (1969, 1967), and Guba (1965) are most relevant. They point out that the problem of diffusion of educational innovations is also a communication problem, a matter for communication researchers and information scientists.

Carlson (1965) postulates three barriers to change in the education system: (a) the absence of a change agent in the school structure, (b) a weak knowledge base about educational innovations, and (c) the "domestication" of the public school, meaning lack of accountability. Rogers postulates, as a result of his synthesis of diffusion of innovation in a variety of fields, that there are five stages in the adoption process: awareness, interest, evaluation, trial, and finally adoption. This scheme inplies that information about the innovation at various levels of detail is a *sine qua non* to move users towards the final adoption decision. Rogers calls it the "communicability" of

the innovation. Havelock (1967, 1969) makes the case that in order to speed the process of diffusion of innovations, a "linker", charged with the responsibility of bridging the gap between research and practice, must be instituted. This seems to be what Carlson refers to as a change agent. Havelock (1967, 1969), Guba (1965), Boyan (1967), and Farr (1969) reject the notion that the schools have the capability to assemble and use information directly from research. According to these investigators, the role of the "linker" is one of ". . . gathering, processing, and distribution of educational knowledge." Guba states that "some agency must be concerned with communicating the results of development activity back to the practitioner." A recent survey sponsored by USOE (National Center for Educational Research and Development, 1969) reported that ". . . generally (the school administrator) is in no position to dig deeply into the literature, so . . . he needs to have a great deal of work done for him in the preparation of information." They point out the ". . . need for a kind of high-level journalism which brings the most significant facets of the research effort into non-technical form, both informative and attractive." Former Commissioner of Education James Allen (1969) also pointed out that "our first goal must be to get the good, new ideas and practices into use . . . and get them there quickly . . . (in the past, much of what) we have laboriously learned about educational theory and practice has been, to say the least, under-advertised, poorly packaged and thinly distributed."

This processing-translating function of the linker presently is

unmet by existing information systems such as the Educational Resources Information Center (ERIC), the Educational Products Information Exchange (EPIE), the School Research Information Services (SRIS), the Science Information Exchange (SIE), and others. These information systems, while contributing to the dissemination of information about educational developments, suffer from two major shortcomings. The systems are targeted for researchers and students of education and not for practitioners. Secondly, the information systems are document-based, namely, if a document describing an educational development is not available, information about that development is unavailable. Since reports, papers, etc., from the educational research community are usually technical in nature, they are unsuited for educational practitioners who want detailed information about items such as content, materials, costs, teaching strategy, in educational developments. What is needed is information about educational development targeted for practitioners in the field in a form that is clear and usable by them. This is the rationale for the Early Childhood Information Unit, which is being developed and tested by the Far West Laboratory for Educational Research and Development.* The Information Unit is a

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*The Far West Laboratory is also developing similar units in other areas. At the present time, an Elementary Science Information Unit is available through the Education Division of Lockheed Industries. Other units in the areas of secondary social studies and individualized instruction are also being developed.

self-contained and portable product targeted for educational practitioners. It identifies, describes and compares a number of selected alternative programs in a given subject area. It contains information relevant to the practitioner's needs, such as information on cost, administrative requirements, training requirements, etc. It is being developed and tested with decision makers* from the schools and is subjected to extensive testing and revisions before release.

This report constitutes a summary of efforts during the first phase of the development of the Early Childhood Information Unit, funded by the National Center of Educational Communication of the U. S. Office of Education.

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*Decision makers are defined as parents, teachers, curriculum specialists, building principals, superintendents, and others designated by the school leadership as those who participate in making decisions about adopting programs for implementation in the schools.

II. RATIONALE FOR THE DEVELOPMENT OF THE INFORMATION UNIT ON EARLY CHILDHOOD EDUCATION

The decision to develop an information unit in early childhood education was based on the high priority the educational community has placed on early childhood education and on the availability of a large number of existing exemplary programs in the field that are largely unknown to the practitioners in the schools.

Two historical events led to the present national investment in the education of the young child. One was the Supreme Court decision in 1954 promising equal educational opportunity for children of all races. The second was the Russian launching of Sputnik in 1957 and the general interpretation in America that being second in space was at least partially due to its schools' being second rate.

During the 1960's the concept of early education underwent a minor revolution. As a result, the privately owned and operated nursing schools concerned with "preparation for school" and enrolling primarily middle class and upper middle class children were judged inadequate. The prevalent notion about child development had been that children should not be introduced too early to "formal education." Educational readiness was seen as a function of maturation, and it was considered detrimental to assert "pressure" to learn too early in the child's life.

When translations of Piaget's work became available in this country, a group of educators and psychologists began to focus intensely on the cognitive aspects of child development. They massed evidence

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to indicate that early stimulation in cognitive development is not only harmless but of paramount importance for later intellectual development. The position was supported by researchers like Bloom (1964), Deutsch (1964, 1965), Kirk (1958), Bruner (1964, 1966), Hunt (1961, 1964), Fowler (1962), to name a few.

Deutsch noted that "one does not sit by and wait for children to 'unfold' . . . growth requires the guidance of stimulation." Support of this position came from a host of studies on the effects of sensory deprivation of animals (Melzack and Scott, 1957; Scott, 1962, Harlow, 1962; Fox and Stelzer, 1966). It was discovered that prolonged sensory deprivation of animals produced impaired intelligent behavior and learning. Similar conclusions were reached in studies on the effects of environmental deprivation on children (Kagan and Moss, 1962; Fowler, 1962; Hunt, 1961, 1964; Bloom, 1964; Bloom, Davis and Hess, 1965; Deutsch, 1963, 1964a, 1964b, 1965; Spitz, 1965). These studies may be summarized as follows:

1. Intelligence is not fixed at birth. Environmental influences account for a large portion of variance in late development.
2. Children from disadvantaged backgrounds start school slightly behind when compared with middle class children of the same age. These children are from three to nine months retarded in intellectual ability when they first enter school. This phenomenon is attributed to the reduction in the variety of stimulation in their early environment. This reduction in stimulation, especially in the areas of cognition and

language, produces discontinuities between home and school with which the young child is ill-equipped to cope.

3. This deprivation in the variety of stimulation at an early age tends to have a cumulative effect on later development. Children from poor homes tend to fall farther and farther behind as they advance in grade level. By the time they leave elementary school, 60% of these children are retarded two or more years in reading.

4. Researchers believe that this condition can be averted by providing early intervention in the areas of deficiency. The critical age when this intervention should occur has been generally agreed upon to be around three or four; this is the age where a transition from home to school is beginning to occur. Developmentally, the child is learning to use language to order or structure his environment; this is Piaget's "pre-operational stage." At this age, "organized and systematic stimulation through a structured and articulated learning program" (Deutsch 1964a) may compensate for prior deprivation in the cognitive development.

As a result of the Sputnik influence, the dictate from the Federal Government to provide equal educational opportunity for all children, and the subsequent output from cognitive psychologists, the nationwide preschool program, Head Start, was begun in the summer of 1965. Twenty-four hundred communities throughout the nation received U.S. government funds through OEO to set up local preschool programs for 561,000 children.

There was no centralized control of these programs from OEO since community decision-making was one of the main goals of the program. As a result, Head Start programs around the country vary substantially in their approaches to the education of the young. In April, 1969, a preliminary report of the national evaluation of Head Start called for by OEO was published (Circirelli, 1969). Its findings proved to be disappointing to the Head Start advocates. Essentially the report concluded that:

1. Summer Head Start programs do not lastingly improve children's learning or their attitudes about themselves or toward school.
2. Year-round programs do not seem to influence attitudes.
3. Year-round programs produce some measurable but not impressive increases in achievement that last through grades one, two and three.
4. Success is mostly in Negro centers, central cities and the Southeast.
5. Parents participate in and like Head Start.

The report generated much discussion regarding the effectiveness of Head Start (Baratz and Baratz, 1970; Smith and Bissell, 1970; Circirelli, Evans and Schiller, 1970; McDill, McDill and Sprehe, 1969). One thing seems to be apparent from the report, namely, Head Start gains do not seem to be maintained in later grades. President Johnson in his February 1968 Message on Children and Youth called for the establishment of a Follow Through program to follow the graduates of Head Start into their elementary schools, eventually as far as grade three, and to continue

to give them enriched instructional programs. He stated:

> The achievements of Head Start must not be allowed to fade. For we have learned another truth which should have been self-evident--that poverty's handicap cannot easily be erased or ignored when the door of first grade opens to the Head Start child. Head Start occupies only a part of the child's day and ends all too soon. He often returns home to conditions which breed despair. If these forces are not to engulf the child and wipe out the benefits of Head Start, more is required. Follow Through is essential . . . the benefits of Head Start must be carried through the early grades.

Thus in the 1967-68 school year, forty Follow Through programs were established. Federal funding did not provide a nationwide program for Follow Through as it did for Head Start. Instead, Follow Through adopted an experimental approach in cooperation with the school districts which participate. The purpose was to try out and evaluate programs for kindergarten through grade three, based on eight models (Planned Variations) of compensatory early childhood education which had shown success in their experimental forms. (Other models have since been added.)

The high premium placed on early childhood education resulted in a large number and variety of exemplary programmatic approaches to the education of young children, ages three to nine (preschool through third grade). From the educational practitioner's point of view, essential information about these programs is still either unavailable to them or exists in forms not readily usable by them.

III. OBJECTIVES OF THE INFORMATION UNIT ON EARLY CHILDHOOD EDUCATION

The objectives of the Information Unit on Early Childhood Education are to identify, describe and compare well-developed programs in early childhood education so that they may be placed in the hands of educational practitioners. It is the function of the Unit to provide a knowledge base presently lacking among those involved in selection of early childhood education programs. By so doing, the Unit takes on the characteristics of the "linker" described by Havelock. That is, the Unit presents processed information in a form designed to facilitate rational decision-making. It should be noted that the Information Unit does not promote any one particular program or approach. Adoption, adaptation, and rejection decisions, in the final analysis, rest on a rational consideration by school personnel of their own resources, needs and constraints in the light of the information provided in the Unit.

Specifically, the objectives of the Information Unit were stated in line with Bloom's cognitive taxonomy (Bloom, 1956), and Krathwohl's affective taxonomy (Krathwohl, 1964) of educational objectives. Following Bloom's taxonomy, it was desired that users move toward a rational evaluation of information about alternative products. Corresponding affective objectives were also important and included the requirements that users attend to information about the programs, respond to it, and value the Unit.

The Early Childhood Information Unit made provisions to mediate most of Bloom and Krathwohl's objectives. There are a few objectives,

however, for which the Information Unit made no provisions; they did not constitute objectives for the Unit. These included analysis and synthesis in the cognitive domain and organization of value and characterization by value in the affective domain. As stated in the original proposal, the objectives of the Unit were as follows:

COGNITIVE OBJECTIVES

Knowledge

After using the Information Unit in accordance with specified directions for its use, the user will know the major characteristics of programs he reviews.

Major characteristics include cost, teaching strategy, etc. (program report headings).

Comprehension

After using the Information Unit in accordance with specified directions for its use, the user will understand information about programs he reviews.

The Information Unit provides information about programs that is implied but not explicitly stated. "Understanding" involves correct recognition of statements which are implications from facts about programs.

Application

After using the Information Unit in accordance with specified directions for its use, the user will identify those programs which meet his most important needs, requirements, and resources.

The user, in this case, matches his needs to characteristics of

programs that best meet these needs.

Analysis

Analysis does not constitute an objective for the Information Unit, as it does not deliberately mediate such behavior on the part of the user.

Synthesis

Same as above.

Evaluation

After using the Information Unit in accordance with specified directions for its use, the user will evaluate programs in the Information Unit for adoption, rejection and further review recommendations.

AFFECTIVE OBJECTIVES

Attention

Given a need and an opportunity to use the Information Unit, the user will attend to it.

Need and opportunity to use the Information Unit exist when the Unit is included in the user's stimulus field and he has minimal motivation to learn about new early childhood education programs and/or the Information Unit itself.

Attention would be indicated by a user's ability to recognize and differentiate parts of the Information Unit and by evidence that he would not actively reject the Information Unit if given that choice.

Response

Given a need and an opportunity to use the Information Unit, the

user will respond to it.

Response is indicated wherever we can demonstrate that users are somehow involved with the Information Unit and its parts.

Value

Given familiarity with the Information Unit, the user will prefer it and recommend its use when compared with other secondary sources of information.

Familiarity requires only that the user has seen and handled the Information Unit. Secondary sources of information are those sources which provide information about early childhood programs, while primary sources are those which provide training or direct contact with program materials.

IV. PROPOSED CONTENT OF THE INFORMATION UNIT ON EARLY CHILDHOOD EDUCATION

The content of the Information Unit was developed to include the following:

1. Review of Trends in Early Childhood Education. Information on events leading to the national investment in early childhood education, on the institutionalization of Head Start and Follow Through, and on approaches taken in early childhood education. It is written at a non-technical level so it can be used with interested teachers as well as parent groups.

2. Program Reports. Detailed reports on selected programs in early childhood education. Each report includes the following sections:

   a. Goals and objectives: a thorough discussion of the expected goals of the program.

   b. Content and materials: a description of the processes and concepts taught, materials used, and classroom organization.

   c. Classroom activities: a presentation on classroom procedures, teaching and learning strategies, and examples of typical lessons.

   d. Parent involvement: a discussion of the extent of the parent involvement required by the program and the materials and procedures used in training parents to participate in the instructional process.

e. Professional and paraprofessional training: a description of training requirements for teachers and aides.

f. Administrative requirements and cost: a description of the requirements to implement the program.

g. Program development and evaluation: a description of the procedures and results of evaluation of the program's effectiveness.

h. Program history and present development: a description of historical background of the program and a brief note on present activities of the program.

3. Abstracts. Abstracts of programs which did not require report treatment are included. These abstracts are short summaries (four or five pages) of the key features of the program.

In the initial proposal for the development of the Information Unit it was indicated that if the development of the first phase of this project was satisfactorily concluded, a second phase of development would follow in which other elements would be added. These included:

An introductory film-strip presentation: An audiovisual presentation describing the significant trends in early childhood education. The objective of this presentation would be to inform viewers, especially parents, of program development in the field and to motivate them into wanting more information. In the actual development of Phase One reported with this document, it became clear that the development of this element was essential to the overall success of the Unit. Teacher/administrator groups indicated the need for parent involvement in decision making and the related need for information suitably

designed to their interests. After the conclusion of the preliminary field test an initial form of this presentation was prepared and tested. A second revision has been prepared and tested, but the data indicate the need for further revisions before it can be released.

Folder with chart and description: A printed product in a chart form that briefly describes and compares major characteristics of programs covered in the Unit.

Audiovisual briefings: Filmstrip and tape treatments for each major program covered in the Unit.

It should be clearly understood that these last three elements (introductory film-strip, folder, and briefings) were not part of the project reported here (except as noted in the case of the introductory film-strip). The development and testing of these products would constitute a second phase, to be accomplished through an extension of the present project. (A proposal for this second phase has been submitted.)

V. FIELD TEST EVALUATION RESULTS

The Early Childhood Information Unit was carried through two major field test stages. The preliminary field test (PFT) was carried out after conceptualization, planning and preliminary development of the Unit, and was a test of product feasibility. The main field test (MFT) was carried out after product revision and development, and was a test of the Unit's effectiveness in meeting stated objectives.

Laboratory products are generally carried through an operational field test (OFT) stage in which the final product is tested for its success in operational (actual) settings. The Early Childhood Information Unit has not yet been funded through this operational test stage. A proposal has been submitted for continued funding to carry the Unit through this test stage.

To avoid confusion, the method, results, and discussion of each field test (Preliminary and Main) will be presented separately.

Preliminary Field Test* (PFT)

The Preliminary Field Test of the Early Childhood Information Unit was conducted on June 15, 1970 to determine the feasibility of the Unit to meet stated objectives, to identify weaknesses in product design, and to provide the basis for revision of the product specifications.

Method. A purposive sample of 15 potential users participated in a full-day review of the Unit. The preliminary form of the product included three program reports and two abstracts. Participants saw each piece of

*For a complete report, including specific data analysis, on the Preliminary Field Test see "Progress Report--the Development of an Information Unit, Reviewing Selected Well-Developed Models in Early Childhood Education Programs" Far West Laboratory for Educational Research and Development, August 1, 1970. Copies of the Progress Report were forwarded to the U.S. Office of Education.

the Unit and responded to questionnaire items assessing the success of each Unit element, the potential success of the Unit, and the need for the Unit as a source of information about new developments in early childhood education.

Results. Subjects indicated that there exists a need and desire for the Information Unit among its potential users. They saw the Unit as an information resource, a training tool, and most importantly, as a decision-making aid when considering programs for adoption in the schools.

The Information Unit was considered by subjects to be as valuable as primary or direct sources of information, i.e. site visits, pilot projects, etc., and more valuable than secondary or indirect sources, i.e. attending conventions, researching the literature, etc.

Both the abstracts and the reports were successful in conveying essential information and enabling subjects to decide about programs. It was pointed out that an introductory level of information needed to be provided for parent groups in order that they may more meaningfully participate in the decision-making process. It was believed important that information included at this level should be clear, simple, and interesting. An introductory audiovisual presentation was suggested. Specific revision suggestions were also made. These suggestions dealt mainly with clarification or elaboration of specific sections in either the abstracts or the reports.

Discussion. Several unique aspects of the early childhood education audience were revealed; i.e. a parent component, a Spanish-speaking component, and a special concern with evaluation information. Subjects indicated a need for an added level of simplified but stimulating information to be directed at parents. They preferred that this be

in audiovisual form. In addition, subjects felt that a Spanish version of the materials would be helpful. They provided specific suggestions for improving the abstracts and reports that they reviewed. It was concluded that the Early Childhood Information Unit, with noted modifications, was very likely to meet objectives stated in the proposal document.

Main Field Test (MFT)

The Main Field Test was conducted to provide information on the Unit's effectiveness in achieving stated objectives. The Main Field Test was also used to identify ways in which parts of the product might be improved. Following the MFT, decisions are made about possible modifications of the product necessary to correct any deficiencies.

Method. The Main Field Test was conducted in late September, 1970. A purposive sample of 66 potential users at three different sites, California, Nevada, and Utah, participated in a full-day review and evaluation of the Information Unit. In the morning, each subject reviewed the "Review of Trends in Early Childhood Education," the introductory slide tape, and one of the abstracts. After a break for lunch, each subject read one of the reports. After seeing each element, subjects responded to a questionnaire regarding the element and participated in group discussion. At the end of the day, they completed a final questionnaire.

MFT Instruments.* The six questionnaires and the manner in which they were used are described below:

1. Background Information Questionnaire. This was completed by subjects immediately before the review began. It was used to assess subjects' roles in early childhood education, their prior attitudes regarding the role of parents in early childhood education, their prior familiarity with early childhood programs, and their opinion of the single best source of information about early childhood education. Sixty-one of the 66 subjects completed the Background Information Questionnaire.

*See Appendices A1-A6 for MFT Questionnaires.

2. Review Questionnaire. This was administered immediately after subjects read the "Review of Trends in Early Childhood Education." It was used to assess subjects' reactions to the quality and content of the Review, their attitudes toward the role of parents in early childhood education, and their rating of the Review on nine affective scales (interesting, useful, reliable, etc.) Sixty-two subjects responded to the Review Questionnaire.

3. Introductory Slide Tape Questionnaire. The Slide Tape Questionnaire was administered to subjects immediately after they reviewed the slide tape. It was used to assess subjects' reactions to the quality and content of the slide tape, their attitudes toward the parents' role in early childhood education, and their rating of the filmstrip on nine affective scales. Sixty-three subjects completed this questionnaire.

4. Abstract Questionnaires. The Abstract Questionnaire was completed by subjects immediately after they read an abstract (each subject chose one of the five abstracts to read). It was to determine whether subjects could decide to seek more information regarding the program described by the abstract and to solicit subjects' ratings of the abstract on nine affective scales. Sixty-four subjects responded to the Abstract Questionnaire.

5. Report Questionnaire. The Report Questionnaire was attached to the report each subject read. They completed the questionnaire immediately after reading a report. The Report Questionnaire was designed to assess each subject's knowledge and comprehension of the information about programs, his decisions about the programs, and his ratings of the reports on affective scales. Sixty-one subjects responded to the Report Questionnaire.

6. Final Questionnaire. The Final Questionnaire was administered to subjects after they had reviewed and discussed the Information Unit. It

assessed subjects' opinions of the usefulness of the Unit pieces, their rating of the Unit in relation to other sources, their needs in regard to an early childhood program, their attention and response to the Unit, their familiarity with programs and their suggestions regarding modification of the Unit. Sixty subjects responded to the Final Questionnaire.

MFT Form. The Main Field Test Form of the Information Unit included the following elements:

1. "Review of Trends in Early Childhood Education" - a ten-page introductory and brief review of early education programs.
2. Reports on six Early Childhood Education Models.

   Bank Street College of Education Model

   Educational Development Center Model

   Responsive Environment Model

   Engelmann-Becker Model

   Cognitively Oriented Curriculum

   Demonstration and Research Center for Early Education (DARCEE)

   The report on the Behavior analysis Model was not tested during MFT. However, it is being submitted making the total number of reports seven.

3. Abstracts/Summaries on five other Early Childhood Education Programs.

   The Infant Research Education Project

   Primary Education Project

   East Harlem Block Schools

   Language Acquisition Resource Center

   Early Childhood Education Learning Systems

4. Preliminary Form of the Introductory Slide Tape.

MFT Sample. Subjects from three sites--California, Nevada, and Utah--comprised the sample. Thirty-one subjects participated in California, 13 in Nevada, and 22 in Utah. Of the 66 participants, 13 were parents, 30 were teachers or student teachers, and 23 were school administrators or other professionals. Table 1 describes the sample at the three sites.

TABLE I
MFT Sample

	Parents	Teachers and Student Teachers	Administrators and other Professionals
California	5	21	5
Nevada	4	4	5
Utah	4	5	13
Total	13	30	23

MFT Results.

A. Objectives of the Information Unit.

The objectives of the Unit were outlined in the section under "Objectives of the Information Unit on Early Childhood Education." During the field testing these objectives were translated into behavioral objectives and performance specifications. The testing of these specifications and objectives constitutes decision-oriented research. On the basis of subjects' performance in relation to the standards set for each objective, the decision is made to recycle the procedures for the product or to complete its development.

A minimal and an optimal standard are set for each objective. Minimal standards must be met in order to pass the objective; however, it is hoped that subjects' performance will surpass the minimal standards and approach the optimal standards. The rationale for setting minimal standards is

that the Main Field Test constitutes, in essence, a simulation of decision-making with definite constraints in terms of time and freedom to study the Information Unit. With these constraints, it is felt that minimal standards are justified. However, the Information Unit will undergo an Operational Field Test where users will be able to use the Information Unit in their own settings and under operational conditions. Under these conditions, optimal performance standards should be met.

This section states the minimal and optimal standards set for each objective, and the results for each performance.

1. Knowledge. Standard: 60% of subjects will achieve scores of 60% or higher on a test of factual knowledge of the program each has read. This standard reflects the belief of the Laboratory staff that at least a majority of the users should be able to recognize at least a majority of the most important facts about programs if they are to make rational decisions about them. Optimally, when the Unit is a completed product and is being used in operational settings, 80% or more Unit users should be able to achieve scores of 80% or higher, insuring that the Information Unit will succeed with a great majority of users. However, given the time constraints on MFT users, and the incomplete form of the MFT product, it was expected that users would not meet the optimal standard.

Results. The effect of the time constraints on MFT users is that they could review only one program in depth; thus, each subject was tested for knowledge of only one program. Sixty-one of the sixty-six respondents read one of the Reports and responded to ten knowledge items

regarding the report. Knowledge items were ten statements describing the most important facts about a program.* Subjects were asked to respond to each statement by checking one of the following categories:

A. Clearly true from the Report

B. True, but not clear from Report

C. Clearly false from Report

D. It is not clear from the Report whether this is true

An accurate response (true or false) was scored as correct only when the respondent indicated that the report made the point clear, i.e. response A or C.

Eighty-nine percent (54) of the respondents received scores of 60% or higher. Thus the minimal standard was met. MFT results approached but did not meet the optimal standard; 49% (almost half) of the respondents received scores of 80% or higher. Table 2 summarizes subjects' knowledge scores.

*See Appendix A5, Report Questionnaire.

TABLE 2

Percent of Subjects (N=61) Receiving Various Scores on a Test of Knowledge

Score Percent Score	Percent of Subjects Achieving Score	Cumulative Percent of Subjects
100	3	3
90	15	18
80	28	46
70	23	69
60	20	89
50	5	94
40	5	99
30	2	100
20	0	100
10	0	100
0	0	100

To determine the overall performance of subjects in relation to the minimal standard score of 60%, means and confidence intervals were computed and examined.

The mean knowledge score over all subjects was 71.64 with standard deviation 15.08. Thus, although a majority of subjects received scores of 60% or higher, about two thirds of the subjects fell between scores of about 55% to about 87%. The confidence interval computed for knowledge scores is 69.13 - 74.15 (with confidence=.90). Thus, we have confidence=.90 that the unknown population mean lies between 69.13 and 74.15. It should be noted that the lower limit of the interval is well above the standard of 60% correct. To further corroborate this positive finding, the null hypothesis, m=60, was tested against the research hypothesis, $\mu>60$. The sample mean was found to be significantly higher than 60% correct ($t=6.03$, $p<.0005$). Thus, MFT Subjects easily passed the knowledge objective of the Information Unit.

Breakdowns of knowledge results by program, subject role, and locale are included in Appendix B.

2. Comprehension. Standard: 60% of subjects will receive scores of 60% or higher when tested for comprehension of the program each reviewed. Laboratory staff felt that a majority of MFT subjects should be able to correctly identify a majority of comprehension items. The optimal standard is 80% achieving scores of 80% or higher.

Standard: As was the case with the knowledge objective, subjects were expected to meet the performance standard for only one program. Sixty-one of the 66 respondents read one of the reports and responded to five comprehension items.* These were statements describing implications which could be drawn from facts about a program. Subjects were asked to respond to each statement by checking one of the following categories:

A. Clearly true from the Report
B. True, but not clear from Report
C. Clearly false from Report
D. It is not clear from the Report whether this is true

An accurate response (true or false) was scored as correct only when the respondent indicated that the report made the point clear, i.e. response A or C.

Seventy-two percent (44) of the respondents received scores of 60% or higher. Thus, the minimal standard was met. Forty-five percent of respondents achieved scores of 80% or higher; that is, about half the subjects could perform as well as we would want under operational circumstances. Table 3 illustrates these results.

*See Appendix A5, Report Questionnaire, P.2.

TABLE 3

Percent of Subjects (N=61) Receiving Comprehension Scores

Score Percent Correct	Percent Subjs. Achieving Score	Cumulative Percent of Subjs.
100	15	15
80	30	45
60	28	73
40	11	84
20	16	100
0	0	100

The mean comprehension score over all subjects was 62.95 with standard deviation 25.78. The confidence interval computed for comprehension scores is 58.66 - 67.24 (with confidence=.90). In a test of the research hypothesis, $\mu>60$, against the null hypothesis, $\mu=60$, the sample mean was found to be not significantly higher than 60% ($t=.89$).

Although the minimal standard was met, there were a number of very low scores, which depressed the mean. Thus, subjects as a group passed the comprehension objective; however, variance was high.

Breakdowns of comprehension results by program, subject role, and locale are included in Appendix B.

3. Application. Standard: 60% of subjects will demonstrate ability to match information about programs to their own needs and resources. Sixty percent was set as a minimal standard because laboratory staff believed that at least a majority of Unit users would have to demonstrate application ability if the Unit is to be considered successful as a decision-making tool. The ability to match information to one's

own needs was considered to be manifested in decisions about programs (adopt, pilot test, reject, or seek more information), which were consistent with the extent to which these programs fulfilled their expressed needs. That is, a subject's decision about a program should "make sense" in light of the degree of correlation between his needs and the characteristics of that program.

Results: Time constraints allowed MFT subjects to read only one program report. Thus, each was tested for ability to apply information about only one program.

Subjects were asked to indicate for a list of eight program characteristics those which they felt were absolutely necessary, not necessary but desirable, and not desirable. This provided need profiles for each subject which could then be compared to the program each subject reviewed. It was felt that the ability to apply information would be demonstrated if the decisions made by subjects reflected the match between their needs and the characteristics of the program.

The letters in the following table represent the various responses which can occur when subjects indicate a "need profile" and make some decision about a program. For example, if a program has 60% of the characteristics a subject indicates are necessary and desirable, and the subject indicates he would "pilot test" the program, his response would fall into Cell B.

Decision Made About Program

Percent of Subject's Needs Which Are Met by the Program	Seek Information	Pilot Test	Adopt	Reject
60% Or More	A	B	C	D
30 to 59%	E	F	G	H
Less Than 30%	I	J	K	L

Certain responses demonstrate application ability in the sense that the decision made follows logically from the "match" between a subject's needs and the characteristics of the program he reviews. These include the responses represented by cells A, B, and C, E, F, and H, and L. A subject demonstrates that he has applied information about programs to his own needs when he makes one of the following responses:

> Decides to seek more information, pilot test, or adopt a program which meets most of his needs. (Cells A, B, and C.)
>
> Decides to seek information, pilot test or reject a program meeting about half of his needs; (Cells E, F, and H).
>
> Decides to reject a program meeting less than one-third of his needs. (Cell L.)

On the other hand, he indicates a possible lack of application ability if he makes one of the following responses:

> Decides to reject a program which meets most of his needs (Cell D.)
>
> Decides to adopt a program which meets about one-half of his needs. (Cell G.)
>
> Decides to seek information, pilot test, or adopt a program which meets less than one-third of his needs (Cells I, J and K.)

Obviously, decisions about programs can appear to be inconsistent when they are actually rational. However, Laboratory staff reasoned that "most" decisions should fall into the obviously consistent cells if subjects are applying unit information to their own needs.

Fifty-seven subjects provided responses shown in Table 4:

TABLE 4

Decision About Program

Percent of Needs Met by Program	Seek Information	Pilot Test	Adopt	Reject
	A	B	C	D
60% or more	10	1	2	1
	E	F	G	H
30 to 59%	12	10	6	1
	I	J	K	L
Less Than 30%	6	1	3	4

Seventy percent of subjects fall into the cells considered to represent application ability. The decisions made about programs which were "good matches" tended to fall into the cells we specified as demonstrating application more often than did programs which were "poor matches." It is possible that this is due to a hesitancy on the part of subjects to reject programs after so brief a review.

4. Evaluation. Standard: 60% of respondents will indicate with confidence 6.0 or higher (on a seven-point scale of confidence) one of the decisions (a), (b), (c), or (d), for the program each reviewed.

> Imagine for a moment that you are in a position to take some action in regard to a number of early childhood education programs. What action would you take in regard to this particular program?

(a)-----I would seek more information, e.g. write for developers' materials, read published sources, etc.

(b)-----I would adopt all or part of the program.

(c)-----I would pilot test all or part of the program.

(d)-----I would have no interest in further action.

(e)-----Uncertain

How confident are you that this would be the best action to take? (If you marked "uncertain", leave blank).

extremely confident _____ _____ _____ _____ _____ _____ _____ not confident

Laboratory staff felt that under MFT conditions, a majority of users should be able to make some decision about programs reviewed. Optimally (under operational conditions), all users should come to a decision.

Results: Again, subjects were asked to respond for only one program. Sixty of the 66 MFT subjects responded to both the decision question and the confidence scale. Sixty-five percent (39) made one of the decisions (a), (b), (c) or (d) with confidence of 6.0 or higher. An additional 15% (9) made one of the decisions with confidence=5.0, while 18% (11) made one of the decisions, but with confidence of only 4.0 or lower. Only one subject checked "uncertain" (e).

Thirty-seven percent of the 60 respondents indicated a definite positive or negative commitment to a program (b), (c), or (d) with confidence of 6.0 or higher. An additional 13% (8) made one of these definite decisions but with confidence lower than 6.0.

Breakdowns of evaluation results by program, subject role, and locale are included in Appendix B.

5. Attention. Standard: 70% or more subjects will indicate that they would recommend the Unit to others. (Since attention is a prerequisite to the cognitive objectives, the standard of 70% is set for passing the attention objective).

Results. Attention is a condition of the MFT and thus cannot be tested directly. We look instead for an indication that subjects would expect that others would want to attend even if not required to.

Subjects were asked the following: "Would you recommend that professional and lay personnel interested in early childhood education use this Unit?" Fifty-seven subjects responded to this question. Of these, 82% (47) responded "yes." Many of the "no" responses were of the tone: "If it is revised according to the criticisms made at this field test, I will recommend it."

6. Response. Standard: 70% or more respondents will indicate involvement with the Unit. (Since response is a prerequisite to the cognitive objectives, the standard of 70% is set for passing the response objective.)

Results. Response is indicated by subjects' willingness to carry out some activity or performance not required of them. We looked at three indications of response: (a) Do subjects contribute to our development of the Unit by completing questionnaires? (b) Are they interested in receiving and reviewing new "pieces" of the Unit as they become available? (c) Would they review the Unit again?

(a) Seventy-six percent (50) of the 66 field test subjects completed 80% or more of the questions presented to them in questionnaires.

(b) Subjects were asked, "Would you be interested in receiving and reviewing new "pieces" of the Unit as they become available? Ninety-eight percent of the subjects indicated that they would review new pieces. Only one subject said "no." It is safe to assume that the overwhelming majority of subjects want to maintain contact with the Unit. (d) When asked if they would review the Unit again, all but two subjects said "yes."

Based on these findings on attention and response, it is expected that users will attend and respond to the Unit under operational conditions.

7. Value. Standard: On seven-point scales of usefulness and ease of use, subjects will rate the Unit higher than secondary sources of information about early childhood education programs and as high as most primary sources.

Sixty of the 66 MFT subjects responded to the following:

> Below are some procedures that can be used to gather information about early childhood education programs or projects. Rate them on the accompanying scales as to (a) their usefulness for obtaining information you would need for making an adoption decision and (b) their ease of use (i.e. considering time, cost, effort, etc. that would be required to use them).
>
> A. Reading of professional journals:
>
> Useful ___: ___: ___: ___: ___: ___: ___: Useless
>
> Easy To Use ___: ___: ___: ___: ___: ___: ___: Difficult to Use
>
> (Eight other sources were included.)

The mean ratings over all subjects are presented in Table 5.

TABLE 5

Usefulness and Ease of Use for Sources of Information about New Curricular Alternatives in Early Childhood Education on a seven-point Semantic-differential Scale.

Source	Useful		Easy to Use		Useful X Easy to Use	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Conversations	6.43	0.88	6.26	1.08	40.49	10.16
Workshops	6.54	0.82	5.29	1.71	35.21	13.08
IU	5.93	1.38	5.47	1.60	34.07	13.89
Pilot Projects	6.47	1.03	4.77	1.94	31.58	14.02
Journals	5.89	1.21	5.00	1.71	30.40	13.07
Site Visits	6.62	0.77	4.23	2.13	28.42	15.00
Consultants	5.58	1.42	4.36	1.82	25.06	13.39
Contacts w/Publishers	4.79	1.67	4.43	1.73	22.75	13.43
Conventions	5.46	1.36	4.30	1.78	20.05	13.04

As can be seen, four sources, conversations, site visits, workshops, and pilot projects, are seen as more useful than the Unit. These are primary sources of information. Only one source, conversations, is seen as easier to use than the Unit.

On the combined score, the mean of products of "useful" and "easy to use" ratings, two sources, conversations and workshops, are scored higher than the Unit. Thus, no secondary source is seen as more useful or easier to use than the Unit. Two primary sources are seen as more useful and easy to use than the Unit.

Before using the Unit, subjects were asked to name what each felt was the single most valuable source for learning about new programs in early childhood education. They mentioned "interpersonal communication", "college courses", "publishers' representatives", "workshop ", "observation of program", "examining materials", "site visits", "journals", and "previous users." They ranked the sources they mentioned on scales of "useful" and "easy to use." Over all subjects and all sources mentioned, the mean score

for "useful" was 6.10 and for "easy to use" was "5.54." The scores later given for the Unit were 5.93 for "useful" and 5.47 for "easy to use." Thus, the Unit compares favorably with the ratings given to the "single most useful source" mentioned by subjects before seeing the Information Unit. Breakdowns of value results by program, subject role and locale are included in Appendix B. Table B 13 and B 14.

8. Summary. Table 6 summarizes subjects' performance in relation to each minimal standard. Note that if subjects perform as well as the minimal standard, the Unit is considered to have "passed" the objective.

TABLE 6

Summary of Subjects' Performance on Objectives of the Information Unit

Objective	Minimal Standard	Results	Pass	Fail
Knowledge	60% of subjects will score 60% or higher on a true-false test of factual knowledge	89% scored 60% or higher	X	
Comprehension	60% of subjects score 60% or higher on comprehension items	72% scored 60% or higher	X	
Application	60% of subjects will demonstrate ability to match program characteristicts to their own needs and constraints	10% demonstrated application ability	X	
Evaluation	60% of subjects will rate 6.0 or higher on a 7-point scale of confidence regarding a decision they have made about the program	65% rated 6.0 or higher	X	
Attention	70% of subjects will recommend the use of the Unit	82% recommended its use	X	
Response	a. 70% of subjects will complete 70% of questions presented to them	75% completed 80% or more of questions	X	
	b. 70% of subjects will be willing to review new pieces of the Unit as they become available	98% of subjects expressed the willingness to review new pieces	X	
	c. 70% of subjects will review the Unit again	97% of subjects will review Unit again	X	
Value	The Unit will be considered by all subjects to be more valuable in terms of usefulness and ease of use than secondary sources of information and as valuable as primary sources of information	two of the four primary sources are considered more useful and easier to use than the Unit. No secondary sources are considered as useful and easy to use as the Unit	X	

B. Reaction to Unit Pieces

In addition to testing objectives of the Unit as a whole, the MFT is conducted to determine whether each separate piece of the Unit fulfills its intended function. Subjects' affective response to each piece was also tested.

1. The Review of Trends in Early Childhood Education

The Review was intended to convey information on three topics: "Why the Interest in Early Childhood Education?" "The History of Head Start and Follow Through," and "Models and Approaches in Early Childhood Education."

We asked subjects to indicate how well the Review presented the three topics it was intended to cover. Fifty-nine subjects responded to the following question:

How well does the "Review" present the three topics listed on the left below? Check the appropriate column.

TOPICS:	A Good Presentation	An Adequate Presentation	A Poor Presentation
Why the interest in Early Childhood Education?			
History of Head Start and Follow Through			
Models and approaches in Early Childhood Education			

Seventy percent (45) of the respondents felt that the Review provided a good presentation of "Why the Interest in Early Childhood Education?"

Twenty percent (12) felt this was adequately presented, and 3% (2) felt it was a poor presentation. Similarly, most subjects felt the history of Head Start and Follow Through was well presented.

Table 7 shows the responses for each topic.

TABLE 7

Subjects' Responses to Topics Covered in "Review of Trend in Early Childhood Education"

	A Good Presentation	An Adequate Presentation	A Poor Presentation
Why the interest in Early Childhood Education?	70%	20%	3%
History of Head Start and Follow Through	66%	34%	0%
Models and approaches in Early Childhood Education	44%	47%	8%

However, almost half of the respondents felt the Review had not provided a good presentation of the third topic, although most felt that it was adequate.

Thirty-two percent (19) of the subjects checked "a good presentation" for all three topics. Generally, subjects felt that the three topics differed in the quality of presentation but that all were adequate to good.

Table 8 gives a summary of results from 59 subjects who rated the "Review" on nine seven-point semantic differential scales.

TABLE 8

Subjects' Responses to the "Review of Trend in Early Childhood" on 9 7-Point Semantic Differential Scales

	Mean	S.D.
Interesting	6.06	1.10
Useful	6.00	1.23
Satisfactory	5.68	1.39
Sufficient Information	5.22	1.27
Complete	4.95	1.67
Reliable	5.62	1.32
Easy to Use	5.59	1.35
Well Organized	6.05	1.09
Clear	5.83	1.23

As can be seen, the Review's strongest points are "interesting," "useful," and "well-organized," and it is weakest on "complete" and "sufficient information." This is to be expected since the Review is intended as a brief overview rather than a complete documentation of trends in early childhood education.

Finally, subjects were asked to indicate which groups of potential users would find the Review useful. Sixty subjects responded to this question.

Most of them (77%) checked "very useful for teachers" and "very useful for school administrators." Over half (52%) felt it was "very useful for parents," and 47% felt it was "very useful for other professionals." Only one subject checked that it was "not very useful for anyone."

2. The Introductory Slide Tape

This element is designed primarily for parents and is intended to inform them about differences among early childhood education programs. After seeing the slide tape, subjects were asked to respond to the following:

How useful is the filmstrip in describing differences among Early Childhood Education programs?

_____Extremely useful--it makes very clear the major differences in approach to Early Childhood education.

_____Quite useful but could be better.

_____Not useful--the differences are not made clear.

Sixty-two subjects responded. Nineteen percent (12) indicated that the filmstrip was extremely useful. Fifty-eight percent (36) indicated "Quite useful but could be better." Twenty-three percent (14) indicated it was not useful. Of the 13 subjects who were participating as parents, one thought the filmstrip was "extremely useful," six thought it was not useful. Parents responded less favorably to the slide tape than did teachers or administrators.

To convey their affective response to the slide tape, subjects rated it on nine seven-point semantic differential scales. Results were as shown in Table 9.

TABLE 9

Subjects' Response to the Introductory Slide Tape

on 9 7-point Semantic Differential Scales

	Mean	S.D.
Interesting	5.52	1.61
Useful	5.08	1.89
Satisfactory	4.63	1.83
Sufficient Information	4.00	1.96
Complete	3.93	1.92
Reliable	5.22	1.79
Easy to Use	5.66	1.65
Well-Organized	4.90	1.68
Clear	4.45	1.87

The highest ratings for the slide tape were for "interesting," "reliable," and "easy to use."

The lowest ratings were "sufficient information," "complete," and "clear." However, only four ratings were as high as 5.0; revision of the slide tape was strongly indicated. It should be noted that the slide tape was the only piece in the Unit which was still in a preliminary form of development during the MFT.

When asked for whom they felt the filmstrip was useful, sixty-three subjects responded as follows: Forty-nine percent (31) said it was "very useful for parents." Forty-one percent (26) said it was "very useful for teachers." Forty percent (25) said it was "very useful for administrators." Twenty-one percent (15) said it was "very useful for other professionals." Forty-one percent (26) said it was "not very useful for anyone." Of the 13 parents, sixty-two percent (8) said it was "very useful for parents." Thirty-one percent (4) said it was "very useful for teachers." Thirty-one percent (4) said it was "very

useful for administrators." Thirty-eight percent (5) said it was "not very useful for anyone."

Obviously, the slide tape is not a successful Unit piece in its present form. However, since the need for this piece was strongly indicated during the Preliminary and Main Field Tests, revision of the slide tape is required.

3. The Abstracts. The Abstract is intended to enable users to decide whether to seek more information about the program described by the Abstract. To ascertain whether subjects could do this after using an Abstract, we asked:

Imagine for a moment that you are in a position to take some action in regard to a number of early childhood education programs. What action would you take in regard to this particular program?

(a) _____ I would seek further information regarding this program.

(b) _____ I would have no interest in further action.

(c) _____ Uncertain (specify why) _____

How confident are you that this would be the best action to take? (If you marked "uncertain," leave blank.)

extremely confident ---- ---- ---- ---- ---- ---- ---- not confident

Of the 60 respondents, fifty-five percent (33) checked one of the decisions (a) or (b) with confidence 6.0 or higher. Ten percent (6) checked "uncertain."

Subjects were asked to indicate affective response to the Abstract each read on nine 7-point semantic differential scales. Table 10 illustrates results from the 64 subjects who responded:

TABLE 10

Subjects' Responses to the "Abstract"
on 9 7-point Semantic Differential Scales

	Mean	S.D.
Interesting	5.95	1.29
Useful	5.71	1.35
Satisfactory	5.43	1.34
Sufficient Information	4.68	1.81
Complete	4.51	1.76
Reliable	5.34	1.40
Easy to Use	5.66	1.40
Well-Organized	5.89	1.12
Clear	5.66	1.42

The Abstract's weak points are "sufficient information" and "complete." As with the "Review," these scale items are not entirely appropriate since the Abstract is not intended to be complete or sufficient. Rather, it is intended to lead users to seek more complete information.

4. The Reports. Each Report was intended to convey certain information about the program described. For each Report this information was summarized in ten factual statements ("knowledge items") and five implications ("comprehension items") which the Report writers felt represented information essential for decision-making in regard to the Reports.*

Subjects responded to each statement by checking one of the following:

---

*Some statements and implications were stated as false for purposes of testing knowledge and comprehension.

Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true

It was judged that if at least 75% indicated correctly the first or third choice for a statement, the point was clearly communicated by the Report. If as many as 50% correctly indicated the first or third choice, we felt the point was adequately communicated. Otherwise, we concluded that the point was not clear from the Report, either because the Report was misleading (50% or more subjects checking the first or third choice incorrectly) or ambiguous (50% or more subjects checking the incorrect alternative and the second and/or fourth choice).

Table 11 gives a summary of results.

TABLE 11

KNOWLEDGE ITEMS (10 items per program)

Program	# Clear	# Adequate	# Misl.	# Ambig.
E-B	7	2	0	1
REM	6	2	1	1
DARCEE	6	2	1	1
EDC	7	1	2	0
Bank St.	4	3	1	2
Cog. Curr.	7	2	0	1

COMPREHENSION ITEMS (5 items per program)

E-B	2	1	1	1
REM	1	1	1	2
DARCEE	2	3	0	0
EDC	3	1	0	1
Bank St.	1	0	2	2
Cog. Curr.	2	3	0	0

Subjects were also asked to indicate on nine 7-point semantic differential scales their affective reaction to the Report that they read. Table 12 below shows the results:

TABLE 12

Subjects' Responses to the "Report"
on 9 7-point Semantic Differential Scales

Report	n	Int.	Use.	Sat.	Suf.	Com.	Rel.	Easy	W.O.	Clear
Cog.Curr.	13	6.08	5.77	5.46	5.77	5.73	6.10	5.58	6.08	6.00
DARCEE	9	6.25	6.25	6.00	5.88	5.75	6.25	6.25	6.63	6.63
Bank St.	9	6.38	6.38	6.13	5.88	5.88	6.38	5.88	6.38	6.00
EDC	12	6.25	5.83	5.67	5.09	5.18	5.45	5.67	5.83	6.00
E-B	9	6.00	5.62	5.50	5.63	5.25	6.14	5.25	5.88	5.38
REM	9	5.33	6.00	6.00	6.33	6.13	6.33	5.78	5.67	5.67

When asked to indicate the target groups for which the Reports were "very useful," 60 subjects responded. Thirty-three percent (20) indicated "veru useful for parents;" ninety-five percent (57) indicated "very useful for teachers;" eighty-eight percent (53) indicated "very useful for school administrators;" and sixty percent (36) indicated "ver useful for other professionals." Thus subjects tended to agree with the feeling among Laboratory staff that the Reports are more useful for teachers and administrators than for parents.

C. Other Relevant Information.

Much of the information gathered during the MFT is not directly related to the Unit objectives or to its specific pieces. Rather, it was collected to allow the project development team to make specific revisions of the Unit and to extend our knowledge of how educational practitioners seek and use information about innovative educational developments. For example, we collected information on sources subjects would use to continue in their decision-making process; information they would still need after using the Unit, attitudes they still held about parent involvement, and so forth.

However, some of the extra information collected is relevant here and is presented below:

1. Familiarity With Programs Before and After Using the Information Unit.

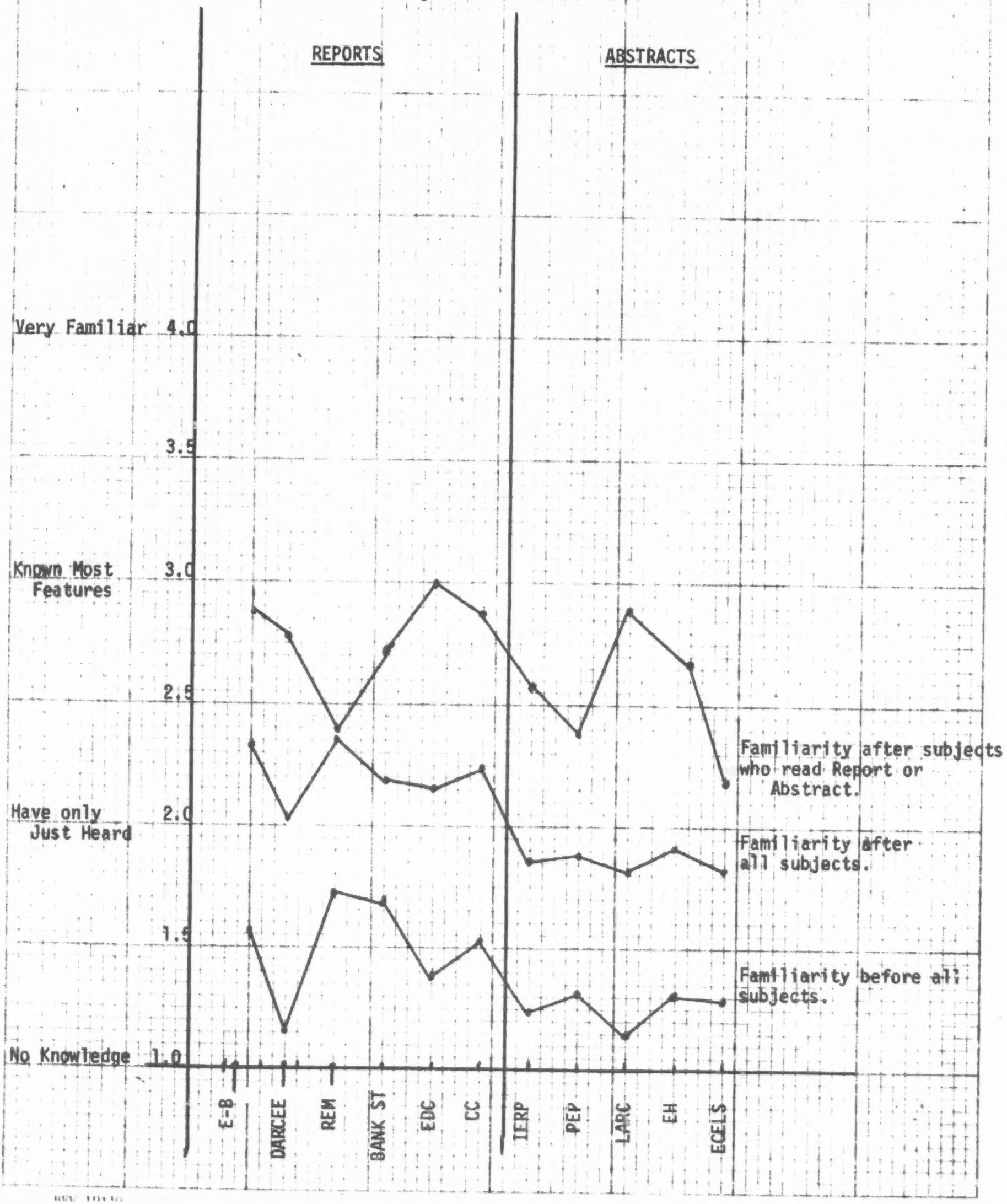
Subjects were asked to indicate their familarity with the Unit programs before and after using the Unit. Fifty-seven subjects responded by checking one of the following categories for each program.

No knowledge of program	Have only heard of program	Know most features of program	Am very familiar with program

Figure 1 depicts the before and after familiarity means over all subjects and all programs in the Information Unit. It also depicts the means over only those subjects which need each particular program report and abstract.

FIGURE 1

Subjects' Familiarity with Early Childhood Programs Before and After Using the Information Unit



As can be seen, exposure to the Unit increases subjects' perceived familarity with Unit programs; they tend to move from "no knowledge" to " have only just heard" of programs after receiving the Unit under MFT conditions (i.e. spending about three hours using the materials). However, if subjects read a report or abstract regarding a program, they tend to feel they "know most features" of a program.

2. We can compute "consensus" scores for each of eight sources which were compared to the Unit on the basis of their usefulness and ease of use. These scores are obtained by assigning a source a -1 for every subject who rates it lower than the Unit, a +1 for every subject who rates it higher than the Unit, and a zero for every subject who rates it the same.* The score for a source gives the "majority opinion" regarding its worth relative to the Unit. For example, if the source is rated lower than the Unit by more subjects than rated higher, the source score will be negative. Figure 2 ustrates results:

*On 7-point sematic differential scales for "useful-useless", "easy to use-difficult to use."

FIGURE 2

Consensus: Sources in Relation to the IU

Scale -28 to +19	Useful	Easy to Use	Useful x Easy to Use
+19	SV		
+18			
+17			
+16			
+15	CVS	CVS	CVS
+14	W		
+13	PP		
+12			
+11			
+10			
+ 9			
+ 8			
+ 7			
+ 6			
+ 5			
+ 4	J		
+ 3			
+ 2			
+ 1			
0	IU,W	IU,W	IU,W
- 1			PP
- 2			
- 3			J
- 4			
- 5			
- 6			
- 7			SV
- 8		PP	
- 9			
-10	CST		
-11		J	
-12			
-13			
-14		SV	
-15			
-16			
-17		CST	
-18			
-19			
-20		CVT,P	
-21	CVT		
-22			CST
-23			
-24			CVT
-25	P		
-26			
-27			
-28			P

* Source abbreviations are: Information Unit, IU; Journals, J; Conventions, CVT; Pilot Projects, PP; Conversations, CVS; Site Visits, SV; Workshop, W; Consultants,CST; Publisher, P.

3. What modifications were suggested?

After reviewing the Information Unit, subjects were asked, "What modifications would you suggest we carry out to improve the Information Unit?" Twenty subjects made suggestions.

The following were the most frequent suggestions:

Add a Chart summarizing major characteristics and features of programs.

Add Summaries of the information in Reports.

Improve the slide tape by making it clearer and more attractive.

Add a "piece" which uses laymen's terms and is directed at parents.

Subjects were also asked to indicate for three proposed Information Unit pieces which groups would find them useful. In reference to "filmstrips describing each program" 85% felt they would be "very useful for parents;" 83% felt they would be "very useful for teachers," and 75% felt they would be "very useful for parents," but less than 20% indicated this would be very useful for any other group. In reference to the "Spanish version of filmstrips describing each program," 82% felt these would be "very useful for parents" but only 20-39% felt these would be very useful for any other group.

VI. SUMMARY AND CONCLUSIONS*

In general, the Early Childhood Information Unit passed its objectives, and the pieces of the Unit appeared successful in fulfilling their intended functions.

Knowledge. The MFT standard easily passed; in fact, half the subjects reached the optimal performance standard. When results were broken down by program,* each subsample reading different program reports replicated the overall results.

The Bank Street Report, however, did not mediate scores as high as those for other programs. Since this Report was not as complete as the others, the Laboratory staff felt its poorer showing suggests that the more complete reports are required to meet the objective.

We also found that parents performed more poorly than teachers or administrators; this is expected since Reports are designed more for teachers and administrators than for parents.

No differences were found among subjects from different locations.

Comprehension. Again, the MFT standard was passed and the optimal standard was approached (about half of the subjects reached the optimal standard). However, there was great variability among Comprehension

*Two kinds of information are discussed here which were not presented in the body of this report. First, there are discussed breakdowns of results by role, locale, and program. These are presented in Appendix B. Second, reference will occasionally be made to "specific revision suggestions from subjects." These were solicited via open-ended questionnaire items and oral discussion, but are too specific and numerous to be included in this Report.

scores (Standard Deviation = 25.78). Among subjects, there were some very low scores, depressing the overall mean. Most of these subjects were parents and/or Bank Street readers. As mentioned earlier, parents and Bank Street readers also tended to depress Knowledge scores; however, in the case of Comprehension, scores were even lower. This can be expected since Comprehension of information requires more intensive study of programs than was allowed by the MFT. Nonetheless, Comprehension could perhaps be facilitated by some kind of visual presentation, such as slide tapes showing programs in operation.

California subjects scored better than Salt Lake City or Reno subjects. This may have been due to the fact that many of the California subjects had attended the PFT of the Early Childhood Infromation Unit or had contact with the Responsive Environment program located within the FWL.

Application. The application objective was met. This objective was difficult to assess since the behavior involved could not be easily operationalized. Instead we had to look for an indication that application of Unit information had occurred. We felt that it had. No optimal standard was set because the MFT conditions do not allow for a realistic occurrance of application. At an Operational Field Test stage, this objective should be carefully analyzed in relation to user performance and an optimal standard set.

Evaluation. The evaluation objective was passed and the optimal standard was approached; only one subject could not make a decision and over one-third could indicate a definite commitment to a program with high confidence. Salt Lake City subjects were less confident of their decisions than were California or Reno subjects. This finding may be due to the greater urgency among California and Nevada educators for effective early childhood programs; Salt Lake City subjects may feel they have more

time and freedom to explore possibilities without making a definite commitment right away to any particular program.

Administrators as a group tend to be more cautious than teachers and especially parents, in committing themselves to decisions they made about programs. This is probably due to the greater number of decisions which face school administrators; decisions for which they are more accountable than are teachers or parents.

Attention and Response. We have no reason to believe that the Unit will not be attended and responded to.

Value. The Unit is considered more valuable (useful times easy to use) than all secondary sources and as valuable as primary sources. Two out of four primary sources are considered more valuable. In fact, the Unit was rated about as highly as a "single most valuable source" for learning about new developments in early childhood education.

While all subjects rated the Unit high on useful and easy to use, administrators gave the highest ratings. The high ratings from administrators may reflect their greater experience with other sources for decision-relevant information, sources which, as we explained earlier, have not been adequate for decision-making purposes.

California subjects assigned lower scores to the Unit on "useful" and "easy to use" than did Salt Lake City or Reno subjects. However, California subjects tended to assign low scores for all sources. Only two workshops and conversations, were rated higher than the Unit by California subjects.

All but one of the pieces of the Unit were successful in achieving their intended functions. The Introductory Slide Tape, however, was not well received. In its preliminary form, it did not make clear the

difference among Unit programs. In discussions with subjects it was mentioned that the audio track was dull and many of the visuals were confusing or unsubstantive. Parents, the target group for the tape, were not served adequately by it. Revision of the slide tape was definitely indicated.

VII. RECOMMENDATIONS

If the Unit is to meet optimal performance standards, the following revision recommendations are indicated.

1. The Unit should be carried through an Operational Field Test to allow us to test its success with users who have sufficient time and freedom to study the Unit in their own settings and under operating conditions.

2. Additional pieces of the Unit need to be developed so that the Unit may be optimally effective. These include:

(a) folder comparing major characteristics of Unit programs in chart form,

(b) short (four-five pages) summaries of Unit reports,

(c) A-V briefings on each Unit report.

3. The slide tape needs extensive revision to make it more informative and attractive to parents. Specific revision suggestions which were offered by subjects during the MFT should be incorporated.

4. The Review, Abstracts and Reports (especially the Bank Street Report) need some revision to incorporate suggestions made by subjects during the MFT. In addition, a seventh report was not tested at the PFT or MFT.

5. The suggested inclusion of Spanish language introductory pieces aimed at Spanish-speaking parents needs to be further explored.

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Appendix A1-6

60 61

Your name_____

MFT Instruments A-1 BACKGROUND INFORMATION

1. Check the category which describes your role in Early Childhood education.

   a. _____Parent
   b. _____Teacher
   c. _____School Administrator
   d. _____Other professional role (specify:_____)

2. If you checked "a", how old are your children?

   _____

   _____

3. What do you think is the single best source of information for learning about new programs in Early Childhood Education?

   _____

   _____

   _____

4. Rate the source you mentioned above on the following Scales:

   Useful _____ _____ _____ _____ _____ _____ _____ Useless

   easy to use _____ _____ _____ _____ _____ _____ _____ difficult to use

Indicate your agreement with the following two statements.

Many parents do not have the background necessary to contribute significantly to the education of their preschool children.

CHECK ONE:

Agree Strongly	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Strongly

In a discussion of which early childhood education program is best to use, parents can contribute as much as professional educators.

CHECK ONE:

Agree Strongly	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Strongly

Indicate a Response to the following:

How confident are you that you can have a significant positive influence on the education of your preschool child (ren) and/or other children?

Not at all Confident ____ ____ ____ ____ ____ ____ ____ Extremely Confident

Indicate your familiarity with each of the following programs:

	No Knowledge of program	Have only heard of program	Know most features of program	Am very familiar with program
The Englemann-Becker Model				
DARCEE				
Responsive Environment Model				
Bank Street College Education Model				
Educational Development Center Model (EDC)				
Behavior Analysis Model				
The Cognitive Curriculum				
Infant Education Research Project				
Primary Education Project (PEP)				
Language Acquisition Resource Center (LARC)				
East Harlem Block Schools				
Early Childhood Education Learning System				

If you had heard of any of the programs, in general, how did you learn about them?

_____

_____

A-2 REVIEW QUESTIONNAIRE

Your name_____

How well does the "Review" present the three topics listed on the left below? Check the appropriate column.

TOPICS:	A GOOD PRESENTATION	AN ADEQUATE PRESENTATION	A POOR PRESENTATION
Why the interest in Early Childhood Education?			
History of Head Start and Follow through			
Models and approaches in Early Childhood Education			

Comment on your general reaction to the Review:

Indicate your agreement with the following two statements.

Unless they have professional training, parents must rely on professional educators to help them decide what is the best way to teach young children.

CHECK ONE:

Agree Strongly	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Strongly

In general, major decisions regarding Early Childhood education should be made by professional educators and parents together.

CHECK ONE:

Agree Strongly	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Strongly

Indicate a response to the following:

How confident are you that you can have a significant positive influence on the education of your preschool child (ren) and/or other children?

Not At All Confident ____ ____ ____ ____ ____ ____ ____ Extremely Confident

RATE THE REVIEW ON THE FOLLOWING SCALES:

1.	interesting	____	____	____	____	____	____	____	dull
2.	useful	____	____	____	____	____	____	____	useless
3.	satisfactory	____	____	____	____	____	____	____	unsatisfactory
4.	sufficient in information	____	____	____	____	____	____	____	insufficient in information
5.	complete	____	____	____	____	____	____	____	incomplete
6.	reliable	____	____	____	____	____	____	____	unreliable
7.	easy to use	____	____	____	____	____	____	____	difficult to use
8.	well organized	____	____	____	____	____	____	____	poorly organized
9.	clear	____	____	____	____	____	____	____	ambiguous

Is there any additional information which you fell the review should cover or cover more adequately?:

Your name_____

How useful is the filmstrip in describing differences among Early Childhood Education programs?

_____Extremely useful--it makes very clear the major differences in approach to Early Childhood education.

_____Quite useful but could be better.

_____Not useful--the differences are not made clear.

Comment below on your general reaction to the filmstrip:

Indicate your agreement with the following two statements.

Parent Background

Many parents would not have sufficient understanding of early childhood education to make decisions regarding the best way to go about it.

CHECK ONE:

Agree Strongly	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Strongly

Parents contribution to decision-making

While parents can use professional educators to guide them in deciding which is the best way to teach young children, parents should play a role in making the final decision.

CHECK ONE:

Agree Strongly	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Strongly

Indicate a response to the following:

How confident are you that you can have a significant positive influence on the education of your preschool child (ren) and/or other children?

Not At All Confident ____ ____ ____ ____ ____ ____ ____ Extremely Confident

RATE THE FILM STRIP ON THE FOLLWOING SCALES:

1.	interesting	____	____	____	____	____	____	____	dull
2.	useful	____	____	____	____	____	____	____	useless
3.	satisfactory	____	____	____	____	____	____	____	unsatisfactory
4.	sufficient in information	____	____	____	____	____	____	____	insufficient in information
5.	complete	____	____	____	____	____	____	____	incomplete
6.	reliable	____	____	____	____	____	____	____	unreliable
7.	easy to use	____	____	____	____	____	____	____	difficult to use
8.	well organized	____	____	____	____	____	____	____	poorly organized
9.	clear	____	____	____	____	____	____	____	ambiguous

Is there any additional information which you feel the film strip should cover or cover more adequately?:

A-4 ABSTRACT QUESTIONNAIRE

Your Name _____

Imagine for the moment that you are in a position to take some action in regard to a number of early childhood education programs. What action would you take in regard to this particular program?

(a) ----- I would seek further information regarding this program.

(b) ----- I would have no interest in further action.

(c) ----- Uncertain (specify why) _____

_____

_____

How confident are you that this would be the best action to take? (If you marked "uncertain", leave blank).

extremely confident ------ ------ ------ ------ ------ ------ ------ not confident

If you checked "a" above, specify the source(s) you would consult for further information:

RATE THE ABSTRACT ON THE FOLLOWING SCALES:

1.	interesting	____	____	____	____	____	____	____	dull
2.	useful	____	____	____	____	____	____	____	useless
3.	satisfactory	____	____	____	____	____	____	____	unsatisfactory
4.	sufficient in information	____	____	____	____	____	____	____	insufficient in information
5.	complete	____	____	____	____	____	____	____	incomplete
6.	reliable	____	____	____	____	____	____	____	unreliable
7.	easy to use	____	____	____	____	____	____	____	difficult to use
8.	well organized	____	____	____	____	____	____	____	poorly organized
9.	clear	____	____	____	____	____	____	____	ambiguous

Is there any additional information which you feel the abstract should cover or cover more adequately?:

A-5 REPORT QUESTIONAIRE

Your name: _____

The following statements are points which the Report on DARCEE attempts to treat as clearly true or false. For each statement, indicate whether you have the impression that it is true or false and whether the Report made that point clearly.

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. Each activity in the Curriculum has a specific objective.				
2. Much of the classroom activities are initiated by the students.				
3. DARCEE requires one lead teacher and two aide for a class of twenty students.				
4. DARCEE has tested their former pupils through 4th grade.				
5. DARCEE teaches the skills and attitudes related to achievement.				
6. The DARCEE program is designed to run 12 months.				
7. The DARCEE parent involvement program designates staff to visit homes in order to meet with parents.				
8. The DARCEE program is based on the theory and practices of the British Infant Schools.				
9. DARCEE has two components: an early childhood program, and a program for training mothers to work with their children.				
10. DARCEE is a structured Curriculum which is sequentially programmed.				

Each of the following statements are implied, but not explicitly stated in the report on DARCEE. For each statement indicate whether you have the impression that it is true or false and whether the report conveys that point clearly.

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. The DARCEE model involves higher personnel costs than most other programs.				
2. DARCEE provides a plan for training parents to work with their children at home.				
3. The DARCEE program attempts to provide a completely free and unstructured environment where children can make discoveries on their own.				
4. The DARCEE model is a compensatory program designed to develop skills and attitudes poor children typically lack.				
5. The DARCEE model requires a comparatively large initial outlay for special equipment and materials.				

Imagine for the moment that you are in a position to take some action in regard to a number of early childhood education programs. What action would you take in regard to this particular program?

(a) ----- I would seek more information, e.g. write for developers' materials, read published sources etc.

(b) ----- I would adopt all or part of the program.

(c) ----- I would pilot test all or part of the program.

(d) ----- I would have no interest in further action.

(e) ----- Uncertain. (specify why) _____

_____

_____

How confident are you that this would be the best action to take? (If you marked "uncertain", leave blank).

extremely confident _____ _____ _____ _____ _____ _____ _____ not confident

If you marked "uncertain", specify the kinds of information you would need before being able to decide which action to take:

RATE THE REPORT ON THE FOLLOWING SCALES:

1.	interesting	____	____	____	____	____	____	____	dull
2.	useful	____	____	____	____	____	____	____	useless
3.	satisfactory	____	____	____	____	____	____	____	unsatisfactory
4.	sufficient in information	____	____	____	____	____	____	____	insufficient in information
5.	complete	____	____	____	____	____	____	____	incomplete
6.	reliable	____	____	____	____	____	____	____	unreliable
7.	easy to use	____	____	____	____	____	____	____	difficult to use
8.	well organized	____	____	____	____	____	____	____	poorly organized
9.	clear	____	____	____	____	____	____	____	ambiguous

Is there any additional information which you feel the report should cover or cover more adequately?:

Your name: _____

A-5 REPORT QUESTIONAIRE

The following statements are points which the Report on THE COGNITIVE CURRICULUM attempts to treat as clearly true or false. For each statement, indicate whether you have the impression that it is true or false and whether the Report made that point clearly.

	THE STATEMENT IS:			
	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. The program is designed to teach the prerequisites for written communication; i.e. reading and writing.				
2. The program provides a sequence of lesson plans to follow.				
3. The teachers of the program visit the home to work individually with children.				
4. The Cognitive Curriculum is an eclectic model, based on the theories of Montessori, the British Infant Schools and Dewey.				
5. The Cognitive Curriculum is based on the premise that children learn by actively experiencing their environment.				
6. The program is based on the assumption that mental develop occurs in relatively discrete stages.				
7. The program stresses verbal interaction.				
8. Programmed materials are recommended for use in the classroom.				
9. The teacher must plan her own lessons using the philosophical and theoretical guidelines of the program.				

REPORT QUESTIONAIRE

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
10. Students are given the opportunity every morning to plan and select their own activities.				

Each of the following statements are implied, but not explicitly stated in the report on The Cognitive Curriculum. For each statement indicate whether you have the impression that it is true or false and whether the report conveys that point clearly.

	THE STATEMENT IS:			
	Clearly true from the Report	True, but not clear from Report	Clearly false From Report	It is not clear from the Report whether this is true
1. The school which wishes to adopt the program needs to carry much of the burden of training its own staff to implement the program.				
2. The success of the program relies heavily on the competence of each individual teacher.				
3. The program requires a great deal of teacher preparation time in planning lessons for her class as well as planning activities for home visit purposes.				
4. The teacher provides a sequence of learning activities which is followed in a step-by-step manner. Students do not participate in the selection of activities.				
5. It is relatively easy for an adopting school to estimate the cost to install and maintain the program using the guidelines provided by the developers.				

Imagine for the moment that you are in a position to take some action in regard to a number of early childhood education programs. What action would you take in regard to this particular program?

(a) ----- I would seek more information, e.g. write for developers' materials, read published sources etc.

(b) ----- I would adopt all or part of the program.

(c) ----- I would pilot test all or part of the program.

(d) ----- I would have no interest in further action.

(e) ----- Uncertain. (specify why) _____

_____

_____

How confident are you that this would be the best action to take? (If you marked "uncertain", leave blank).

extremely confident _____ _____ _____ _____ _____ _____ _____ not confident

If you marked "uncertain", specify the kinds of information you would need before being able to decide which action to take:

A-5 REPORT QUESTIONAIRE

The following statements are points which the Report on THE BANK STREET MODEL attempts to treat as clearly true or false. For each statement, indicate whether you have the impression that it is true or false and whether the Report made that point clearly.

	THE STATEMENT IS:			
	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. The Bank Street curriculum is organized around particular interests and needs of children.				
2. The emphasis is on active paricipation in real-life experiences, i.e. activities like cooking, gardening etc.				
3. The program is not directly concerned with skill-building in the areas of Reading, Arithmetic and Language.				
4. The Bank Street Approach attempts to help children become self reliant and independent learners.				
5. Parent participation in the program is left up to each adopting school.				
6. Children in the Bank Street program are grouped primarily according to age differences.				
7. Materials needed to implement the program are available through a commerical publisher.				
8. Evaluation takes the form of teacher-child and child-child interactions.				
9. Children in the Bank Street program often participate in group activities where they learn to get along with one another and respect others' feelings and rights.				

REPORT QUESTIONAIRE

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
10. The theoretical basis of the Bank Street approach is derived from the works of Piaget, Bruner, Dewey and others.				

Each of the following statements are implied, but not explicitly stated in the report on The Bank Street Model. For each statement indicate whether you have the impression that it is true or false and whether the report conveys that point clearly.

	THE STATEMENT IS:			
	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. The Bank Street program uses a system of praise and approval from the teacher so that students can learn to become self-motivated.				
2. The Bank Street program requires a great deal of teacher ingenuity, creativity and planning.				
3. The Bank Street program attempts to provide a completely free and unstructured environment where children can make discoveries on their own.				
4. Due to the flexible nature of the program, schools adopting this program need to rely heavily on assistance from the developers, especially during the initial stages.				
5. It is relatively easy to compute costs to install and maintain the program based on guidlines provided by the developers.				

Imagine for the moment that you are in a position to take some action in regard to a number of early childhood education programs. What action would you take in regard to this particular program?

(a) ----- I would seek more information, e.g. write for developers' materials, read published sources etc.

(b) ----- I would adopt all or part of the program.

(c) ----- I would pilot test all or part of the program.

(d) ----- I would have no interest in further action.

(e) ----- Uncertain. (specify why) _____

_____

_____

How confident are you that this would be the best action to take? (If you marked "uncertain", leave blank).

extremely confident _____ _____ _____ _____ _____ _____ _____ not confident

If you marked "uncertain", specify the kinds of information you would need before being able to decide which action to take:

A-5 REPORT QUESTIONAIRE

Your name: _____

The following statements are points which the Report on EDC attempts to treat as clearly true or false. For each statement, indicate whether you have the impression that it is true or false and whether the Report made the point clearly.

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. EDC draws from the theories and practices of the British Infant Schools.				
2. EDC provides advisors to help teachers with problems they encounter: to suggest activities materials, and classroom mangagement procedure.				
3. EDC has no required set of Curriculum, materials or equipment.				
4. The program provides specific guidelines to involve parents in the instructional process.				
5. EDC assumes that children learn best when they are deeply involved with things that interest them.				
6. Teaching style is non-directive. Teachers allow students to discover things themselves and do not interpret their discoveries.				
7. EDC assumes that teachers need to frequently reward children with praise and approval before they can become self-motivated.				
8. EDC's suggested lesson guides are available through a commercial publisher.				
9. Children in the program are expected to master certain skills before they move on to others.				

REPORT QUESTIONAIRE

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
10. Classroom activities are generally initiated by the students rather than the teacher.				

Each of the following statements are implied, but not explicitly stated in the report on Education Development Center. For each statement indicate whether you have the impression that it is true or false and whether the report conveys that point clearly.

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. The EDC program requires a great deal of teacher ingenuity, creativity and planning.				
2. The EDC program does not stress skills in math, language, and other cognitive areas.				
3. The EDC classroom is entirely unstructured.				
4. There is great variety among schools using the approach acvocated by EDC.				
5. Although there is little evaluation reported from American schools using the EDC program, British schools using the same approach have undergone fairly extensive evaluation with generally favorable results.				

Imagine for the moment that you are in a position to take some action in regard to a number of early childhood education programs. What action would you take in regard to this particular program?

(a) ----- I would seek more information, e.g. write for developers' materials, read published sources etc.

(b) ----- I would adopt all or part of the program.

(c) ----- I would pilot test all or part of the program.

(d) ----- I would have no interest in further action.

(e) ----- Uncertain. (specify why) _____

_____

_____

How confident are you that this would be the best action to take? (If you marked "uncertain", leave blank).

extremely confident _____ _____ _____ _____ _____ _____ _____ not confident

If you marked "uncertain", specify the kinds of information you would need before being able to decide which action to take:

A-5 REPORT QUESTIONAIRE

The following statements are points which the Report on THE RESPONSIVE ENVIRONMENT MODEL attempts to treat as clearly true or false. For each statement, indicate whether you have the impression that it is true or false and whether the Report made that point clearly.

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. Objectives of the program include the development of intellectual abilities and positive self-concept.				
2. Complete instructional materials are provided by the program.				
3. Materials like games, toys have self-rewarding and self-correcting aspects.				
4. The program provides detailed daily lesson plans which teachers can follow.				
5. Each child learns in a specified sequence. He is expected to master certain skills before he goes on to others.				
6. The child spends a substantial proportion of classroom time in free exploration activities.				
7. A large variety of toys, games, and other materials is necessary to successfully implement the program.				
8. The program attempts to structure an environment that poses problems and encourages the children to discover their solutions.				
9. The developers feel that children learn at different rates, in different ways and are motivated by different means.				
10. Program materials are available through a commercial publisher.				

Each of the following statements are implied, but not explicitly stated in the report on The Responsive Environment Model. For each statement indicate whether you have the impression that it is true or false and whether the report conveys that point clearly.

	THE STATEMENT IS:			
	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. The Responsive Environment approach provides a completely unstructured and free environment that allows the child to explore and make discoveries on his own.				
2. The Responsive Environment approaches the teaching of basic skills in Reading, Arithmetic and Language through encouraging discoveries of solutions to problems.				
3. The success of the program relies heavily on teacher competance and creativity.				
4. Based on cost figures provided by the developers, it is relatively easy for an adopting school to estimate costs to install and maintain the program.				
5. To successfully install the program in any particular school, a great deal of assistance is presently needed from the developers.				

Imagine for the moment that you are in a position to take some action in regard to a number of early childhood education programs. What action would you take in regard to this particular program?

(a) ----- I would seek more information, e.g. write for developers' materials, read published sources etc.

(b) ----- I would adopt all or part of the program.

(c) ----- I would pilot test all or part of the program.

(d) ----- I would have no interest in further action.

(e) ----- Uncertain. (specify why) _____

_____

_____

How confident are you that this would be the best action to take? (If you marked "uncertain", leave blank).

extremely confident _____ _____ _____ _____ _____ _____ _____ not confident

If you marked "uncertain", specify the kinds of information you would need before being able to decide which action to take:

A-5 REPORT QUESTIONAIRE Your name: _____

The following statements are points which the Report on THE ENGELMANN-BECKER MODEL attempts to treat as clearly true or false. For each statement, indicate whether you have the impression that it is true or false and whether the Report made that point clearly.

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
1. The program stresses the importance of reinforcement in the form of praise and approval from the teacher.				
2. The program provides guidelines which suggest alternative ways to teach the program, depending on individual needs of children.				
3. The program is intended for grades levels comparable to preschool to 3rd grade.				
4. The Engelmann-Becker Model is an intensely accelerated program, focusing on the development of basic skills and using many verbal instructions and exchange.				
5. Student materials, workbooks and home work sheets, are being developed and they will be available by Fall 1971.				
6. A list of toys, games and materials are recommented by the program.				
7. The program recommends that teachers provide their own testing materials to evaluate student success.				
8. Each child masters skills in a specific order or sequence. Students are expected to have mastered certain basic skills before they can go on to others.				

REPORT QUESTIONAIRE

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false from Report	It is not clear from the Report whether this is true
9. Program materials, are presently available from a commerical publisher.				
10. The developers assume that all children can learn the basic language, reading and arithmetic skills if they are taught in an effective manner.				

Each of the following statements are implied, but not explicitly stated in the report on The Engelmann-Becker Model. For each statement indicate whether you have the impression that it is true or false and whether the report conveys that point clearly.

THE STATEMENT IS:

	Clearly true from the Report	True, but not clear from Report	Clearly false From Report	It is not clear from the Report whether this is true
1. The program uses extensive repetitions, drills and verbal bombardment.				
2. The program is very demanding of teachers; she needs to sequence instructional units and provide continuous testing materials.				
3. It is relatively easy for any school to adopt the program since mechanisms for installing the program are available, i.e., published materials, training procedures and materials, teachers' guides are available.				
4. It is best that teachers of the program can speak the language of the "disadvantaged" child and be aware of his cultural background.				
5. To successfully implement the program, the adopting school needs to provide a variety of toys, games and materials to enhance the development of intellectual abilities and positive self-concept.				

Imagine for the moment that you are in a position to take some action in regard to a number of early childhood education programs. What action would you take in regard to this particular program?

(a) ----- I would seek more information, e.g. write for developers' materials, read published sources etc.

(b) ----- I would adopt all or part of the program.

(c) ----- I would pilot test all or part of the program.

(d) ----- I would have no interest in further action.

(e) ----- Uncertain. (specify why) _____

_____

_____

How confident are you that this would be the best action to take? (If you marked "uncertain", leave blank).

extremely confident _____ _____ _____ _____ _____ _____ _____ not confident

If you marked "uncertain", specify the kinds of information you would need before being able to decide which action to take:

A-6 FINAL QUESTIONNAIRE

Your name _____ _____

Below are listed "pieces" of the unit which you have reviewed and "pieces" not yet developed but which may become available. For each piece, check as many categories as are appropriate to indicate which groups of potential users you feel would find the piece useful.

Pieces you've seen	Not very useful for anyone	Very useful for parents	Very useful for teachers	Very useful for school administrators	Very useful for other professionals
The Introductory Filmstrip					
The Reports					
The Abstracts					
Review of Trends in Early Childhood Education					

Pieces not yet developed					
Filmstrips describing each program					
Spanish-version of the Introductory Filmstrip					
Spanish-versions of filmstrips describing each program					

Have you thought of any other piece you would add to the Information Unit to help all or any of the groups of potential users in decision-making regarding early childhood education? _____ Yes _____ No

If yes, what piece(s) would you add and who would use such piece(s)?

Below are some procedures that can be used to gather information about early childhood education programs or projects. Rate them on the accompanying scales as to (a) their usefulness for obtaining information you would need for making an adoption decision and (b) their ease of use (i.e. considering time, cost, effort, etc. that would be required to use them).

A. Reading of professional journals:

Useful ____: ____: ____: ____: ____: ____: ____: Useless

Easy To Use ____: ____: ____: ____: ____: ____: ____: Difficult To Use

B. Conversations with colleagues whose judgment I value:

Useful ____: ____: ____: ____: ____: ____: ____: Useless

Easy To Use ____: ____: ____: ____: ____: ____: ____: Difficult To Use

C. Professional conventions:

Useful ____: ____: ____: ____: ____: ____: ____: Useless

Easy To Use ____: ____: ____: ____: ____: ____: ____: Difficult To Use

D. Hiring of consultants:

Useful ____: ____: ____: ____: ____: ____: ____: Useless

Easy To Use ____: ____: ____: ____: ____: ____: ____: Difficult To Use

E. Contacts with publishers:

Useful ____: ____: ____: ____: ____: ____: ____: Useless

Easy To Use ____: ____: ____: ____: ____: ____: ____: Difficult To Use

F. Site visits to innovative projects:

Useful ____: ____: ____: ____: ____: ____: ____: Useless

Easy To Use ____: ____: ____: ____: ____: ____: ____: Difficult To Use

G. Workshops using new early childhood education materials:

Useful ___: ___: ___: ___: ___: ___: ___: Useless

Easy To Use ___: ___: ___: ___: ___: ___: ___: Difficult To Use

H. Pilot projects in own district:

Useful ___: ___: ___: ___: ___: ___: ___: Useless

Easy To Use ___: ___: ___: ___: ___: ___: ___: Difficult To Use

I. Information Unit (the one you used today)

Useful ___: ___: ___: ___: ___: ___: ___: Useless

Easy To Use ___: ___: ___: ___: ___: ___: ___: Difficult To Use

J. Other (specify)

Useful ___: ___: ___: ___: ___: ___: ___: Useless

Easy To Use ___: ___: ___: ___: ___: ___: ___: Difficult To Use

Below are listed characteristics which you may or may not want in an early childhood education program.

1. First, indicate for each characteristic whether you consider it a necessary part of any program you would want to implement.

2. Considering the program for which you read a report, circle the appropriate number on the right hand side to indicate the extent to which it provides for each of the 10 characteristics.

   Circle 0, 1, or 2 according to the following distinctions:

   0 = Not possible to have characteristic if I use this program.
   1 = The program doesn't provide this, but I could provide it myself.
   2 = The program provides this.

CHARACTERISTICS	*check the appropriate category* Absolutely necessary for me to have	Not necessary but desirable	Not desirable	Not necessary	Circle the appropriate number:
Complete and explicit testing procedures and materials are provided					0 1 2
Parent involvement is minimized					0 1 2
Complete and explicit sequence of lessons is suggested or provided					0 1 2
Program can be adapted to changing local needs					0 1 2
Teacher is relieved of extensive classroom planning and management					0 1 2
Program can be operated with minimal assistance from developers					0 1 2
Developers provide formal training for teachers and staff					0 1 2
Classroom adult-child ratio is no higher than one to ten					0 1 2
Program emphasizes intellectual development rather than personality development					0 1 2

Indicate your familiarity with each of the following programs:

	No Knowledge of program	Have only heard of program	Know most features of program	Am very familiar with program
The Englemann-Becker Model				
DARCEE				
Responsive Environment Model				
Bank Street College Education Model				
Educational Development Center Model (EDC)				
Behavior Analysis Model				
The Cognitive Curriculum				
Infant Education Research Project				
Primary Education Project (PEP)				
Language Acquisition Resource Center (LARC)				
East Harlem Block Schools				
Early Childhood Education Learning System				

If you had heard of any of the programs, in general, how did you learn about them?

_____

_____

Would you be interested in receiving and reviewing new "pieces" of the Information if they become available, e.g. Audiovisual briefings on programs, new program reports and abstracts?

_____ yes

_____ no

Would you recommend that professionals and lay personnel interested in early childhood education use this Information Unit?

_____ yes

_____ no

Would you agree to review this unit again after it is further expanded and improved?

_____ yes

_____ no

Comment Briefly:

What modifications would you suggest we carry out to improve the Information Unit?

What, if anything, did you get out of your experience in reviewing the Information Unit?

Appendix B1-14

Related Data Analysis

TABLE B-1

Percentage of Subjects Achieving Knowledge Scores by Program.

Score Percent Correct	COG. CURR. (N=13)		EDC (N=12)		DARCEE (N=9)		E-B (N=9)		REM (N=9)		BANK ST. (N=9)	
	%	Cum %	%	Cum %	%	Cum %	%	Cum %	%	Cum %	%	Cum %
100	8	8	0	0	0	0	11	11	0	0	0	0
90	23	31	0	0	11	11	22	33	33	33	0	0
80	15	46	42	42	44	55	11	44	22	55	33	33
70	31	77	33	75	22	77	22	66	11	66	11	44
60	8	85	25	100	11	88	22	88	22	88	33	77
50	15	100	0	100	0	88	0	88	0	88	11	88
40	0	100	0	100	11	99	11	99	0	88	11	99
30	0	100	0	100	0	99	0	99	11	99	0	99
20	0	100	0	100	0	99	0	99	0	99	0	99
10	0	100	0	100	0	99	0	99	0	99	0	99
0	0	100	0	100	0	99	0	99	0	99	0	99

TABLE B-2

Subjects' Mean Knowledge Scores, Standard Deviation, and Confidence Interval by Program.

Program Report	Number Using	Mean	Standard Deviation	Confidence Interval (.90 Confidence)
COG. CURR.	13	74.62	15.61	68.73 - 80.51
EDC	12	71.67	8.35	68.39 - 74.95
DARCEE	9	72.22	14.81	65.30 - 79.14
E-B	9	73.33	18.71	64.59 - 82.07
REM	9	72.22	19.86	62.95 - 81.49
BANK ST.	9	64.44	14.24	57.79 - 71.09
ALL	61	71.64	15.08	69.13 - 74.15

TABLE B-3

Subjects' Mean Knowledge Scores, Standard Deviation, and Confidence Interval by Locale.

Locale	N	Mean	Standard Deviation	Confidence Interval (.90 Confidence)
Salt Lake City	17	71.18	17.64	65.44 - 76.92
Reno	13	73.85	15.57	67.97 - 79.73
San Francisco	31	70.97	13.75	67.73 - 74.21

TABLE B-4

Subjects Mean Knowledge Scores, Standard Deviation, and Confidence Interval by Role.

Role	N	Mean	Standard Deviation	Confidence Interval (.90 Confidence)
Parent	13	64.62	17.13	58.16 - 71.08
Teacher and Student-Teacher	29	75.52	13.78	72.17 - 78.87
Administrator and other Professional	19	70.53	14.33	66.15 - 74.91

TABLE B-5

Percentage of Subjects Achieving Comprehension Scores by Program.

Score Percent Correct	COG. CURR. (N=13)		EDC (N=12)		DARCEE (N=9)		E-B (N=9)		REM (N=9)		BANK ST. (N=9)	
	%	Cum %	%	Cum%	%	Cum %	%	Cum %	%	Cum %	%	Cum %
100	15	15	25	25	22	22	0	0	22	22	0	0
80	62	77	33	58	44	66	0	0	11	33	11	11
60	23	100	25	83	22	88	67	67	11	44	22	33
40	0	100	8	91	11	99	22	89	22	66	11	44
20	0	100	8	99	0	99	11	99	33	99	56	100
0	0	100	0	99	0	99	0	0	0	99	0	100

TABLE B-6

Subjects' Mean Comprehension Scores, Standard Deviation and Confidence Interval by Program.

Program Report	Using	Mean	Standard Deviation	Confidence Interval (.90 Confidence)
COG. CURR.	13	78.46	12.81	73.63 - 83.29
EDC	12	71.67	24.80	61.93 - 81.41
DARCEE	9	75.56	19.44	66.49 - 84.63
E-B	9	51.11	14.53	44.33 - 57.89
REM	9	72.22	19.86	62.95 - 81.49
BANK ST.	9	37.78	23.33	26.89 - 48.67
ALL	61	62.95	25.78	58.66 - 67.24

TABLE B-7

Subjects' Mean Comprehension Scores, Standard Deviation, and Confidence Interval by Locale.

Locale	N	Mean	Standard Deviation	Confidence Interval (.90 Confidence)
Salt Lake City	17	60.00	30.82	49.98 - 70.02
Reno	13	58.46	23.75	49.50 - 67.42
San Francisco	31	66.45	23.88	60.83 - 72.07

TABLE B-8

Subjects' Mean Comprehension Scores, Standard Deviation, and Confidence Interval by Role.

Role	N	Mean	Standard Deviation	Confidence Interval (.90 Confidence)
Parent	13	56.92	28.10	46.33 - 67.51
Teacher and Student-Teacher	29	66.21	20.77	61.15 - 71.27
Administrator and other Professional	19	62.11	31.19	52.59 - 71.63

TABLE B-9

Percentage of Subjects Making Decisions of Seek More Information, Adopt, Pilot Project or Reject within Three Categories of Confidence - Percent by Row/Percent by Column.

	Very Confident 6.0 or higher	Confident 4/0 - 5.0	Not Confident 1.0 - 3.0	Row N
A. Seek More Information	59/44	31/60	10/60	29
B. Adopt	69/23	23/20	8/20	12
C. Pilot Test	83/26	17/13	0/ 0	13
D. Reject	60/ 8	20/ 7	20/20	5
Column N	N=39	N=15	N=5	

TABLE B-10

Percentage of Subjects Making Decisions of Seek More Information, Pilot Test, Adopt and Reject by Program within Two Confidence Categories - Percent by Row/Percent by Column

	Confidence 6.0 or Higher				Confidence 5.0 or lower				Row
	Seek Info.	P.T.	Adopt	Reject	Seek Info.	P.T.	Adopt	Reject	N
E-B	13/ 6	13/10	25/22	13/33	25/17	0/ 0	0/ 0	13/50	8
COG. CURR.	31/24	31/40	0/ 0	8/33	15/17	0/ 0	15/50	0/ 0	13
DARCEE.	33/18	22/20	11/11	0/ 0	22/17	0/ 0	11/25	0/ 0	9
BANK ST.	22/12	11/10	44/44	0/ 0	11/ 8	0/ 0	11/25	0/ 0	9
EDC	42/29	8/10	8/11	0/ 0	25/25	8/50	0/ 0	8/50	12
REM	25/12	13/10	13/11	13/33	25/17	13/50	0/ 0	0/ 0	8
Column N	17	10	9	3	12	2	4	2	

TABLE B-11

Percentage of Subjects Making Decisions of Seek More Information, Pilot Test, Adopt and Reject by Program within Two Confidence Categories - Percent of Row/Percent of Column.

	Confidence 6.0 or higher				Confidence 5.0 or lower				Row
	Seek Info.	P.T.	Adopt	Reject	Seek Info.	P.T.	Adopt	Reject	N
Reno	38/29	15/20	0/ 0	15/67	31/33	0/ 0	0/ 0	0/ 0	13
Salt Lake City	12/12	18/30	12/22	0/ 0	35/50	12/100	12/50	0/ 0	17
San Francisco	34/59	17/50	24/78	3/33	7/17	0/ 0	7/50	7/100	29
Column N	17	10	9	3	12	2	4	2	

TABLE B-12

Percentage of Subjects Making Decisions of Seek More Information, Pilot Test, Adopt or Reject by Role and within Two Confidence Categories - Percent of Row/Percent of Column.

Role	Confidence 6.0 or higher				Confidence 5.0 or lower				Row
	Seek Info.	P.T.	Adopt	Reject	Seek Info.	P.T.	Adopt	Reject	N
Parent	31/24	15/20	23/33	8/33	8/ 8	0/ 0	15/50	0/ 0	13
Teachers and Student-Teacher	30/47	15/40	18/56	3/33	15/33	3/50	7/50	7/100	27
Administrator and other Professional	26/29	21/40	5/11	5/33	37/58	5/50	0/ 0	0/ 0	19
Column N	17	10	9	3	12	2	4	2	

TABLE B-13

Subjects' Mean Scores and Standard Deviations for "Useful" and "Easy to Use" on a 7 point Scale, and the Product of "Useful" X "Easy to Use"by Locale.

	Useful		Easy to Use		Useful X Easy to Use	
	Mean	S.D.	Mean	S. D.	Mean	S.D.
Salt Lake City (N=22)	6.63	.72	6.00	1.10	40.19	9.96
Reno (N=13)	6.23	1.01	6.00	1.04	37.92	11.74
San Francisco (N=31)	5.43	1.59	4.97	1.87	29.27	15.00

TABLE B-14

Subjects' Mean Scores for "Useful" and "Easy to Use" on a 7 point Scale and the Product of "Useful and "Easy to Use" by Role.

	Useful		Easy to Use		Useful X Easy to Use	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Parents (N=13)	6.25	1.06	5.58	1.16	35.67	11.63
Teachers and Student Teachers (N=30)	5.52	1.64	5.03	1.70	30.10	14.54
Administrators and other Professionals (N=23)	6.39	.85	6.12	1.54	39.25	13.23